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ABSTRACT

This scope and sequence chart was developed in South Carolina to aid adult literacy tutors. The chart is divided into four strands that represent the major components of reading: phonics; comprehension/critical thinking; communication; and life skills. Each strand is divided into skill areas that were considered to be major areas of need for adult students. Each skill area is divided into five levels, and codes indicate appropriate instructional materials for each level. A list of instructional/reading materials with codes and publishers is provided. (KC)

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# Scope and Sequence Chart for use with Adult Readers

## SCALE Project

1989

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## FOREWORD

Many literacy coordinators have expressed a need for a quick reference for tutor use in finding materials which teach a particular skill. SCALE (South Carolina Adult Literacy Educators) in conjunction with the South Carolina Office of Adult Education undertook this project and with the leadership of JCARP's Barbara Nielsen devised such a tool. A large group of literacy coordinators attending a two-day retreat at Seabrook Island developed the first draft for the project. A committee chaired by Karen Hedgepeth polished the first draft and readied it for final approval by SCALE members prior to publication.

SCALE hopes that this scope and sequence chart will aid tutors in better serving the needs of their students. The chart is divided into strands which represent the major components of reading. Each strand is divided into skill areas that were considered to be major areas of need for the adult student. For each skill, materials are suggested for working with a student at each approximate grade level. For example, if the student needs additional help in filling out application forms and is on grade level 3, the tutor would look at Skill Strand 4 - Life Skills, item #6, and find that he could use the "Learning for Living" series.

The purpose of this project is to make it easier for tutors to use other materials in addition to their basal series. We feel that it is imperative that tutors utilize additional materials to ensure the student's success. We hope that this scope and sequence chart will help motivate tutors to incorporate a variety of teaching methods and materials in the tutoring process.

Those involved in the original development of this chart are listed on the next page. Our appreciation and thanks go to the SCALE executive board and those who were involved in completing this project. A very special thank you goes to Betty Sawyer for her help in developing this chart and for her continued support of literacy coordinators.

SCALE
June 1989

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| Skill Strand 1<br>Phonics | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| 1. Consonants<br>Initial | LWR SB 1<br>RFTd 1, Units1-3<br>LFL 1&2<br>SWM A<br>FOP 1<br>Spalding Phonics Sheet | SWM B | SWM C | SWM D | SWM E |
| Medial | SWM A | SWM B | SWM C | SWM D | SWM E |
| Final | LWR SB 1<br>RFT[illegible] 1<br>LFL [illegible]&5<br>SWM A<br>FOP 1<br>Spalding Phonics Sheet | SWM B | SWM C | SWM D | SWM E |
| Two-letter Blends | LWR SB 2<br>RFTd 4<br>LFL 4<br>SWM A<br>FOP 2b | SWM B | SWM C | SWM D | SWM E |
| Three-letter Blends | | | SWM C | SWM D | SWM E |
| Digraphs | LWR SB 1<br>RFTd 3, 4<br>LFL 4<br>SWM A<br>Spalding Phonics Sheet | SWM B | SWM C | SWM D | SWM E |
| Variant Sounds | RFTd 4<br>LFL 4<br>SWM A | SWM B | LWR SB 3<br>SWM C | LWR SB 4<br>FOP 4<br>SWM D | LWR SB 4<br>SWM E |

| Skill Strand 1<br>Phonics (cont.) | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| 2. Vowels<br>Short | LWR SB 1 | LWR SB 2<br>RFTd 2 | | | |
| Word families with short vowels | LFL 3<br>SWM A<br>Spalding Phonics Sheet<br>ASO | FOP 2a<br>SWM B | SWM C | SWM D | SWM E |
| Long with variant spellings and word families | Spalding Phonics Sheet<br>SWM A | LFL 4,5,6<br>SWM B | LWR SB 3<br>RFTd 3<br>FOP 3<br>SWM C | SWM D | SWM E |
| R-controlled | | SWM B | SWM C<br>Spalding Phonics Sheet | SWM D | SWM E<br>RFTd 4 |
| Dipthongs -oy, -oi<br>-ou, -ow | | SWM B | SWM C<br>Spalding Phonics | SWM D<br>LWR SB 4 | SWM E<br>RFTd 4 |
| Digraphs | | Spalding Phonics<br>FOP 2a | LWR SB 3 | RFTd 4<br>SWM D | SWM E |
| -Y | SWM A | SWM B<br>LFL 6<br>LWR SB 2 | SWM C<br>LWR SB 3 | SWM D<br>RFTd 4 | SWM E |
| Schwa | | | LFL 6<br>SWM C | SWM D | SWM E |

| Skill Strand 1<br>Phonics (cont.) | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| 3. Word Patterns | LWR SB 1 | LWR SB 2<br>FOP 2a | LWR SB 3<br>FOP 3 | LWR SB 4<br>SWM D | LWR SB 4<br>SWM E |
| 4. Word Endings | LWR SB 1<br>LFL 2 | FOP 2a | | | |
| 5. Plurals | LFL 6<br>SWM A | SWM B | SWM C | SWM D | SWM E |
| 6. Root Words | LWR SB 1 | SWM B | SWM C | SWM D | SWM E |
| 7. Possessives | LFL 8 | LWR SB 2 | | | |
| 8. Sounding/Blending | LWR SB 1<br>LFL 1<br>RFTd 1 | LWR SB 2LWR | LWR SB 3 | LWR SB 4 | |
| 9. Compound Words | | SWM B<br>FOP 2 | SWM C<br>LWR SB 3<br>LFL 8 | SWM D | SWM E |
| 10. Contractions | | RFTd 2 | LWR SB 3 | | |
| 11. Prefixes | | LWR SB 2<br>SWM B | LWR SB 3 | | |
| 12. Suffixes | | SWM B<br>LFL 6 | LWR SB 3<br>RFTd 4 | | |
| 13. Synonyms | | | | LWR SB 4 | SWM E |
| 14. Antonyms | | | | LWR SB 4 | |
| 15. Homonyms | | | SWM C | SWM D<br>LWR SB 4 | SWM E |

| Skill Strand 1<br>Phonics (cont.) | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| 16. Homographs | | | | LWR SB 4 | SWM E |
| 17. Dictionary<br>Syllables/Accent | | | LWR SB 3 | SWM D | |
| Rhyming | | LWR SB 2 | LWR SB 3 | SWM D | |
| Abbreviations | LWR SB 1<br>LFL 1 | | | | SWM E |
| Alphabetical<br>Order | LWR SB 1 | LFL 3 | LWR SB 3<br>SWM C | | |
| Guide Words | | | LWR SB 3<br>SWM C | LWR SB 4 | |
| Word Division/<br>pronunciation | | | LWR SB 3 | SWM D | SWM E |

| Skill Strand 2<br>Comprehension/<br>Critical Thinking | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| 1. Recall | LE<br>LWR, SB 1&2<br>CTS - Orange<br>Video material (tutor-directed)<br>(television), etc.<br>CAI | LWR, SB 3<br>CTS - Blue<br><br>CAI<br>CH 1 | LWR, SB 3<br>CTS - Violet<br><br>CAI<br>CH 2<br>ITK 1 | LWR, SB 4<br>CTS - Red<br><br>CAI<br>CH 3<br>ITK 2<br>YTB<br>RSA - Blue | LWR, SB 4<br>CTS - Gray<br><br>CAI<br>CH 4<br>ITK 3<br><br>RSA - Blue, Red<br>RFTm 1&2 |
| 2. Translate<br><br>Infer<br>Use Context<br>Put in Sequence<br>Choose Main Idea | LE<br>LWR (Reading Between the Lines) 1&2<br>CTS - Orange<br>CAI | LWR, SB 3<br>CTS - Blue<br>CAI<br>CH 1 | LWR, SB 3<br>CTS - Violet<br>CAI<br>CH 2<br>ITK 1 | LWR, SB 4<br>CTS - Red<br>CAI<br>CH 3<br>ITK 2<br>RSA - Blue<br>RFTm 1 | LWR, SB 4<br>CTS - Gray<br>CAI<br>CH 4<br>ITK 3<br>RSA - Blue, Red<br>RFTm 2 |
| 3. Generalize<br>Apply | LE<br>LWR, SB 1&2<br>CTS - Orange<br>CAI | LWR, SB 3<br>CTS - Blue<br>CAI<br>CH 1 | LWR, SB 3<br>CTS - Violet<br>CAI<br>CH 2 | LWR, SB 4<br>CTS - Red<br>CAI<br>CH 3<br>ITK 1<br>RSA - Blue<br>RFTm 1 | LWR, SB 4<br>CTS - Gray<br>CAI<br>CH 4<br>ITK 2<br>RSA - Blue, Red<br>RFTm 2 |

| Skill Strand 2<br>Comprehension/<br>Critical Thinking (cont.) | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| 4. Analyze<br>Interpret<br>Compare/contrast<br>Distinguish<br>Differentiate | LE<br>LWR, SB 1&2<br>CTS - Orange<br>CAI | LWR, SB 3<br>CTS - Blue<br>CAI<br>CH 1 | LWR, SB 3<br>CTS - Violet<br>CAI<br>CH 2 | LWR, SB 4<br>CTS - Red<br>CAI<br>CH 3<br>ITK 1<br>RSA Blue<br>RFTm 1 | LWR, SB 4<br>CTS - Gray<br>CAI<br>CH 4<br>ITK 2<br>RSA Blue, Red<br>RFTm 2 |
| 5. Synthesize<br>Formulate<br>Create | LE<br>CTS - Orange<br>CAI | CTS - Blue<br>CAI<br>CH 1 | CTS - Violet<br>CAI<br>CH 2 | CTS - Red<br>CAI<br>CH 3<br>ITK 1<br>RFTm 1<br>RSA - Blue | CTS - Gray<br>CAI<br>CH 4<br>ITK 2<br>RFTm 2<br>RSA - Blue, Red |
| 6. Evaluate<br>Assess<br>Decide | LE<br>CTS - Orange<br>CAI | CTS - Blue<br>CAI<br>CH 1 | CTS - Violet<br>CAI<br>CH 2 | CTS - Red<br>CAI<br>CH 3<br>ITK 1<br>RFTm 1<br>RSA - Blue | CTS - Gray<br>CAI<br>CH 4<br>ITK 2<br>RFTm 2<br>RSA - Blue, Red |
| All subskills | Read to student, ask questions based on Bloom's Taxonomy of Thinking<br><br>As student reads, ask questions based on Bloom's Taxonomy | | | | |

| Skill Strand 3<br>Communication | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| 1. Fluent Oral Reading | DR (refer to hand-out in training materials)<br>SD, ITK, NFY, FDN, TFTR; any material based on tutor discretion | | | | |
| | ATR and/or VTR<br>1. Listening to recorded story<br>2. Student reads into tape recorder, then listens to himself<br>3. Role-playing on tape, (tutor and student)<br>job interview, telephone, ordering in restaurant | | | | |
| | Tutor models recreational reading<br>1. Special interests (crafts, sports, etc.)<br>2. Long-term goals: tutor reads child's book to student to prepare him/her for reading it<br>3. Poetry<br>Rhyming in early stages<br>Dr. Seuss, Mother Goose | | | Free form in later states<br>Where the Sidewalk Ends<br>Country Western Music | |
| | 4. Short-term goals: reading for special situations such as SS lesson, scripture reading, etc.<br>5. Tutor reads aloud from newspaper, then discusses with student | | | | |
| | Alternate Model Reading<br>(see coordinator for instructions) | | | | |
| | Repeated readings<br>(see coordinator for instructions) | | | | |
| | | CAI programs for building speed<br>(Word Memory, Word Radar) | | | |
| | Use tracking devices<br>tachistoscope, index cards | | | | |

| Skill Strand 3<br>Communication (cont.) | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| 2. Writing<br>a. Letter recognition | Tutor-directed----------<br>Use sandpaper, sandbox, chalkboard, magic slate, velvet, rice, plastic magnetic letters<br><br>LWR, SB 1<br>FOP 1<br>GTRE | LWR, SB 2 | | | |
| b. Letter formation<br>Manuscript<br>Cursive | Same as above---------- | | LWR, SB 3----------<br>CW---------- | | |
| c. Word formation | Same as above----------<br>FOP 1 (word families)----------<br>Tutor-made tachistoscope to create new words----------<br>RFTd 1 | RFTd 2 | RFTd 3 | | |
| d. Sentences<br>Fill in blank | RFTd 1 | RFTd 2<br>LWR, SB 2 | RFTd 3<br>ITK 1 | RFTd 4<br>ITK 2 | RFTd 5<br>ITK 3 |
| Constructing original sentences | Flash cards----------<br>(student manipulates words to form coherent sentences)<br>CAI----------<br>LE----------<br>(Oral - student dictates, tutor writes----------) | | | (Student writes - check LVA manual) | |

| Skill Strand 3<br>Communication (cont.) | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| 2. Writing (cont.)<br>d. Sentences (cont.)<br>Prompt/cue provided | | LWR, SB 3 | LWR, SB 3<br>ITK 1<br>CH 1 | LWR, SB 4<br>ITK 2<br>CH 1 | LWR, SB 4<br>ITK 3<br>CH 2 |
| Free thought (journal) | Tutor-directed<br>Oral---------- | ---------- | | | |
| | | Written---------- | ---------- | ---------- | ---------- |
| e. Paragraphs | Student journal---------- | ---------- | ---------- | ---------- | ---------- |
| | Directed Writing---------- | ---------- | ---------- | ---------- | ---------- |
| | | | LWR, SB 3<br>ITK 1 | LWR, SB 4<br>ITK 2 | LWR, SB 4<br>ITK 3 |
| | | | ERW---------- | ---------- | ---------- |
| | | | Dictation---------- | ---------- | ---------- |
| | Tutor-directed<br>Read examples, discuss---------- | ---------- | ---------- | ---------- | ---------- |
| | | Cut paragraphs apart, student rearranges---------- | ---------- | ---------- | ---------- |
| | | | | Write different types of paragraphs---------- | ---------- |

| Skill Strand 3<br>Communication (cont.) | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| 3. Situational Language Development (must be individualized)<br>Oral | Tutor-directed----------<br>Role-play: job interview<br>telephone<br>following directions<br>giving directions<br>ordering in restaurant<br>ordering from catalog<br>LS----------<br>PR---------- | | | | |
| Written | | Job application----------<br>Filling out forms----------<br>Check writing----------<br>Paying bills----------<br>Correspondence----------<br>Check local businesses/agencies for sample forms<br><br>LFL---------- | | | |

| Skill Strand 3<br>Communication (cont.) | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| 4. Organization<br>Listmaking | LE---<br>(oral | | (written) | | |
| Classifying | LE---<br>(oral - above lists)<br>CTS - Orange | CTS - Blue | (written - above lists)<br>CTS - Violet | CTS - Red | CTS - Gray |
| Sequencing | CTS - Orange<br>SS (Detecting Sequence-P)<br>Tutor-directed---<br>Cut cartoons apart, Without words--- | CTS - Blue<br>Level A<br>student arranges | CTS - Violet<br>Level B<br>With words--- | CTS - Red<br>Level C | CTS - Gray<br>Level D |
| Outlining | LE---<br>SS (Main Idea)<br>Level P | Level A | Level B | Level C | Level D |
| Student outlines - format provided | | | ITK 1 | ITK 2<br>LWR, SB 4<br>CH 1 | ITK 3<br>LWR, SB 4<br>CH 2 |
| Student outlines - no format provided | | | ITK 3 | ITK 2<br>LWR SB 4<br>CH 1 | ITK 3<br>LWR SB 4<br>CH 2 |
| Writing Directions (routes, recipes, processes, etc.) | LE---<br>(Student must be very familiar with the process for which he is writing directions.) | | | Written--- | |

| Skill Strand 4<br>Life Skills | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| 1. Printing<br>Name<br>Address<br>Telephone<br>Days<br>Months | LFL----------<br>LWR, SB1 | ---------- | ---------- | ---------- | ---------- |
| 2. Writing Signature | LWR, SB 3 and CW----<br>CHK---------- | ---------- | ---------- | ---------- | ---------- |
| 3. Spatial<br>Relationships | LWR, SB1<br>Tutor-directed<br>forms in magazines<br>envelopes<br>checks<br>order blanks | LWR, SB2 | LWR, SB3 | | |
| 4. Reading and Spelling<br>Family names<br>Address<br>Name and Place of<br>Employment | Tutor-made----------<br>e.g., puzzles made of names<br>flash cards<br>LFL----------<br>WFL---------- | ---------- | ---------- | ----------<br>JPAG | ---------- |
| 5. Reading Signs/<br>Labels<br>Medicine<br>Cleaning supplies<br>Pesticides<br>Signs around<br>town | Tutor-made----------<br>flash cards, puzzles<br>LFL<br>ERW<br>SRS<br>WFL<br>LS | ----------<br>LWR, SB3 | ---------- | ---------- | ---------- |

| Skill Strand 4<br>Life Skills (cont.) | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| 6. Reading Business Forms<br>Job Application<br>Driver's License<br>Welfare<br>Adult Education<br>Banking<br>Voter Registration<br>School<br>Unemployment | LFL----------<br>Must be individualized<br>Tutor-made----------<br>sample forms<br>Voxcom cards* | | | | |
| 7. Using Telephone<br>Emergency Numbers<br>Telephone Conversation<br>Ordering | Tutor-directed ----------<br>role-play using telephones<br>ERW----------<br>LFL----------<br>WFL---------- | | <br><br><br><br>LWR, SB3 | | |
| Alphabetizing | Tutor-made----------<br>write alphabet omitting letters, student fills in<br>student arranges letters then words in ABC order<br>print ABC's on sentence strips, cut, student arranges | Use telephone book to find numbers---------- | | | |

*Voxcom cards - word is written on card with magnetic tape. Card is slotted through Voxcom which reads word to student.

| Skill Strand 4<br>Life Skills (cont.) | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| 8. Letter Writing/<br>Verbal | See Communication Strand | | | | |
| 9. Listening Skills | Tutor-made<br>Directions: teacher gives instructions orally, student follows step-by-step<br>teacher gives multiple instructions<br>repeated practice<br>Listening: pairs of students, 1 student says 1-3 sentences, other student repeats or tells what he heard<br>play gossip | | | | |
| 10. Employment Skills<br>Interviewing<br><br>Write resumes | Oral<br>tutor-directed - mock interviews, role play, etc.<br>LE (student dictates, tutor writes) | | LWR, SB 3 | Student writes | |
| 11. Recreational Reading<br>Newspaper<br><br>Pleasure | Tutor-directed<br>See coordinator for list of suggestions for using newspaper<br>LE<br>Tutor models reading<br>(Spotlight, Superstars by S_V) | | | | |

## Glossary of Abbreviations

| Abbreviation | Name | Publisher |
|---|---|---|
| ASO | All Spelled Out | Contemporary Books |
| ATR | Audio Tape Recorder | |
| CAI | Computer Assisted Instruction | MECC, Hartley, Prescription Learning |
| CH | Challenger | New Readers Press |
| CHK | Cursive Handwriting Kit | Continental Press, Inc. |
| CTS | Critical Thinking Skills | Steck-Vaughn |
| CW | Cursive Writing | New Readers Press |
| DR | Duet Reading | |
| ERW | Everyday Reading and Writing | New Readers Press |
| FDN | Five Dog Night | New Readers Press |
| FOP | Focus on Phonics | New Readers Press |
| GTRE | Guidelines to Teaching Remedial English | Book-Lab |
| ITK | In the Know | New Readers Press |
| JPAG | Job Placement and Guidance | Career Publishers, Inc. |
| LE | Language Experience | |
| LFL | Learning for Living | Greenville Adult Education |
| LLA | Laubach Literacy Action | Syracuse, NY |

Glossary (cont.)

| Abbreviation | Name | Publisher |
|---|---|---|
| LS | Life Skills | New Readers Press |
| LVA | Literacy Volunteers of America | Syracuse, NY |
| LWR SB | Laubach Way to Reading Skill Book | New Readers Press |
| NFY | News For You | New Readers Press |
| PR | Practical Reading | New Readers Press |
| RD | Reader's Digest, Level 1-5 | Reader's Digest, Pleasantville, NY |
| RFTd | Reading for Today | Steck-Vaughn |
| RFTm | Reading for Tomorrow | Steck-Vaughn |
| RSA | Reading Skills for Adults | Steck-Vaughn |
| SD | Sundown Collection | New Readers Press |
| SRS | Survival Reading Skills | New Readers Press |
| SS | Specific Skills | Barnell-Loft, Ltd. |
| SWM | Sounds, Words & Meanings | Steck-Vaughn |
| TFTR | Two for the Road | New Readers Press |
| VTR | Video Tape Recorder | |
| WFL | Writing for Life | |
| YTB | You the Buyer | |
| | Pleasure reading material for adults | Fearon Education, David Lakes, Pubs. |